

Unpacking Standards

- ▣ How to change a standard into an assessment

Todd Mercer

- ▣ Gray New Gloucester High School
- ▣ “Hybrid Grading System” meaning
 - ▣ #1. Score standards 1-4
 - ▣ #2. We also score 0-100
 - ▣ #3. Issue, many people are trying to change their % score into a 1-4 instead of grading the standard and then extrapolating a % score

Why Unpack Standards

- ▣ Clear Assignment from a sometimes convoluted standard

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.
A1 Healthy Behaviors and Personal Health Students predict how behaviors can impact health status.
A1a. Analyze individual responsibility for enhancing health.

Why Unpack Standards

- ▣ Differentiation:
Assessments can be altered for different populations
- ▣ All meeting the same standard! ! !



Why Unpack Standards

- ▣ Student Voice and Choice
- ▣ Give students the opportunity to create their own assessments.

Energy

Lifestyle Factor T-Chart

In the left column, list 10 common lifestyle factors. In the right column, predict how they might impact a person's health status

Sugar-filled foods	Type 2 Diabetes
Too much exposure to the sun w/o sunscreen	Skin cancers - Basal, squamous, melanoma
staying up too late - Lack of sleep	Increased stress, causing high blood pressure.
Getting worked up - stress	Depression and anxiety
Dance - Good Exercise	Prevent obesity and heart disease
Daily stretching	Prevent injury
Good Personal Hygiene	Prevent infection
Brushing teeth	Prevent cavities

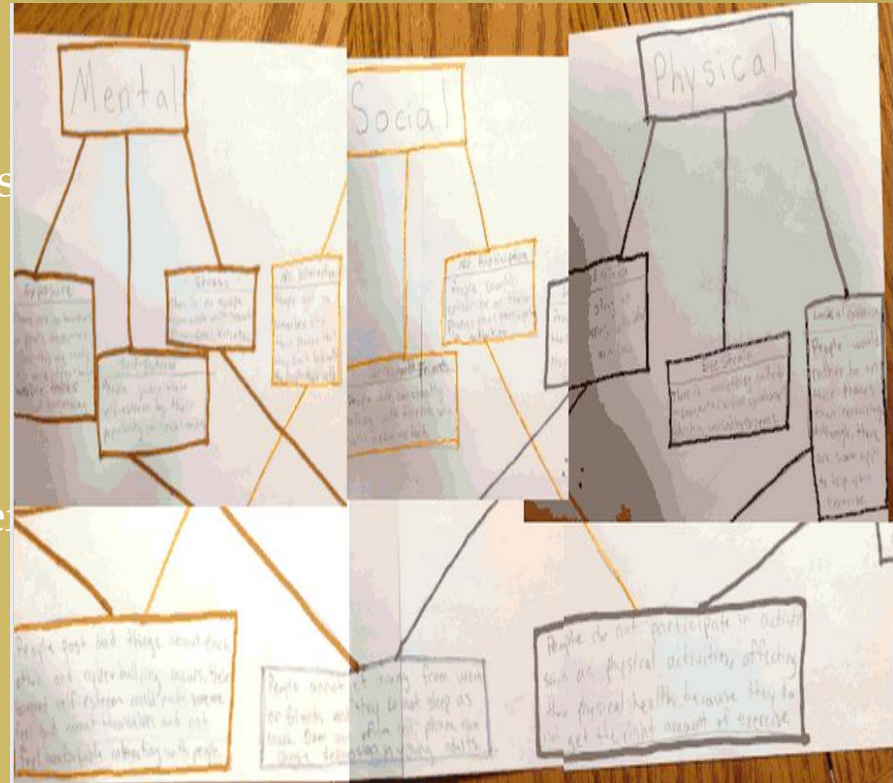
DON'T PANIC

- ▣ This is not a huge departure from what you've always done.
- ▣ We have and will continue to create action/skill based assessments



So how do we turn

- This . . .
- Students analyze the interrelations of emotional and social health.
- Into this . . .
- Students examine in a cause and effect diagram the social effects of drinking alcohol.



Let's start with a standard

- ▣ Students evaluate the impact of
- ▣ technology, including medical technology, on personal, family, and community health.

Identify the Assessment's Verb

- ▣ Students evaluate the impact of
- ▣ technology, including medical technology, on personal, family, and community health.

Identify nouns

- ▣ Students evaluate the impact of
- ▣ technology, including medical technology, on personal, family, and community health.

Magic Time

▣ Blooms Wheel

Bloom's Taxonomy



Bloom's Wheel - Choose a Verb

- Evaluate - Verbs
- Solve Critique Criticize
- Judge Relate Weigh
- Support Consider
- Recommend Summarize
- Appraise Compare Defend



Replace EVALUATE

- ▣ Students JUDGE the impact of
- ▣ technology, including medical technology, on personal, family, and community health.

Add a Student Product

- ▣ Compare
- ▣ Group Discussion*
- ▣ Court Trial*Survey*Self
- ▣ Evaluation*
- ▣ Recommendation*
- ▣ Valuing*



Add a Students Product

- ▣ Students JUDGE/DEFEND in a COURT TRIAL the impact of
- ▣ technology, including medical technology, on personal, family, and community health.

Modify nouns to match the topic

- ▣ Students
- ▣ JUDGE/DEFEND in a COURT TRIAL the impact of
- ▣ Genetic Engineering in Humans
- ▣ on personal, family, and community health.

Questions?



Lets Do one together!

- ▣ I need . . .
- ▣ #1 - Somebody to write
- ▣ #2 - A product indicator we would like to assess

Now Be Creative

- ▣ Create an assessment of any product indicator you would like.
- ▣ It would be helpful if you could label it. (A1c)
- ▣ When you are done, share your new assessment on the sticky pad.

Give Your Students a VOICE!

- ▣ Try letting your students help with the unpacking process.
- ▣ Give them a voice in HOW they meet a standard.

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